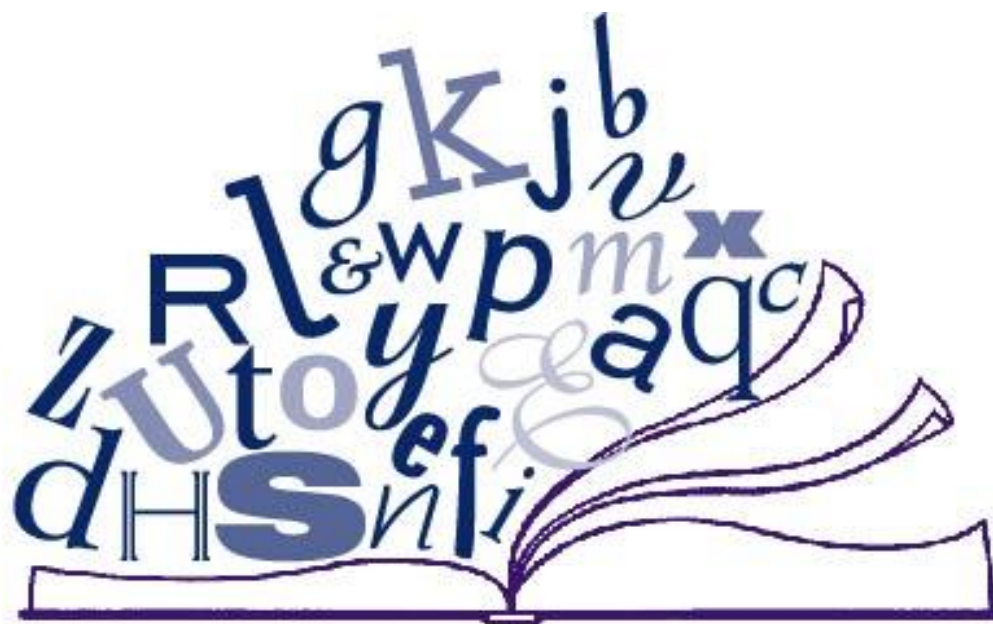


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade One



Final Review
November 18, 2010

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Board of Education
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At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

- 1.1 The student will continue to demonstrate growth in the use of oral language.**
- Listen and respond to a variety of electronic media and other age-appropriate materials.**
 - Tell and retell stories and events in logical order.**
 - Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.**
 - Participate in creative dramatics.**
 - Express ideas orally in complete sentences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary by listening to and discussing fiction and nonfiction print materials and trade books a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. Students will <u>should have opportunities to</u> interact with a variety of <u>electronic</u> media and participate in numerous oral language activities. These activities will <u>Students should be engaged in activities that</u> encourage the use of complete sentences and include the telling or retelling of stories and events in logical order. 	<p>All students should</p> <ul style="list-style-type: none"> understand that <u>oral language is can be used to tell a story and to express ideas communicate a variety of ideas for a variety of purposes.</u> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <u>produce complete sentences when appropriate to task and situation.</u> participate in a variety of oral language activities, such as: <ul style="list-style-type: none"> listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives. listening to stories and poems read aloud daily; participating in discussions about stories and poems; talking about words and their meanings as they are encountered in stories, poems, and conversations; giving reactions to stories and poems; <u>asking and answering questions about what is said in order to gather additional information or clarify something not understood;</u> <u>verbally express ideas and feelings; and</u> <u>describe people, places, things, and events with details.</u> tell and retell stories and events in logical order by: <ul style="list-style-type: none"> retelling stories orally and through informal drama; dictating retelling of stories; indicating first, next, and last events in a story; and creating their own stories, poems, plays, and songs. participate in <u>daily oral language activities, including (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns).</u>

- 1.1** The student will continue to demonstrate growth in the use of oral language.
- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Participate in creative dramatics.
 - e) Express ideas orally in complete sentences.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none">participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking.speak to one another, and listen to each other at appropriate times during lessons.express themselves in complete sentences.

- 1.2 The student will expand understanding and use of word meanings.**
- Increase listening and speaking vocabularies.**
 - Begin to ask for clarification and explanation of words and ideas.**
 - Use common singular and plural nouns.**
 - Use vocabulary from other content areas.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will expand their listening and speaking vocabularies <u>and their understanding and use of word meanings</u> through activities across curricula that develop the use of describing and naming words. Students will demonstrate an increase in vocabulary by giving and following directions. Students will learn <u>should have opportunities to practice asking</u> for clarification and explanation of unfamiliar words that are encountered across curricula. <u>Students should have opportunities to use vocabulary from other content areas.</u> This v <u>Vocabulary growth aids in the development of reading and comprehension as students progress in school.</u> <u>One method for increasing listening (receptive) and speaking (expressive) vocabulary is for the teacher to pause at times during classroom read-aloud sessions to draw attention to key vocabulary and to encourage students to use the words while speaking.</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that specific word choice makes communication clearer. understand that nouns can have quantifiable attributes (singular or plural). 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> learn and use new words encountered in discussions and in books <u>that the teacher are-reads</u> aloud. use words to orally describe actions, people, places, things, and ideas <u>participate in listening and speaking activities.</u> ask for meanings and clarification of unfamiliar words and ideas. use <u>common</u> singular and plural nouns appropriately with matching verbs in basic sentences (e.g., She walks., We walk.). use common irregular plural forms, such as <i>man/men, child/children</i>, and <i>mouse/mice</i>. <u>use common pronouns (e.g., I, me, mine; they, them, theirs, anyone, everything).</u> <u>use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly.</u> <u>use vocabulary from other content areas.</u>

- 1.3 The student will adapt or change oral language to fit the situation.**
- a) Initiate conversation with peers and adults.**
 - b) Follow rules for conversation using appropriate voice level in small-group settings.**
 - c) Ask and respond to questions.**
 - d) Follow simple two-step oral directions.**
 - e) Give simple two-step oral directions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults. <u>Teacher modeling of questioning techniques will support students in generating a variety of questions across curricula and in using questions to guide their search for answers.</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that the setting influences the rules for communication. ask and answer relevant questions about a specific topic. <u>understand that information can be gained by asking and answering relevant questions about a specific topic.</u> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> initiate conversation in a variety of school settings. <u>participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., partner, small-group, teacher led).</u> <u>ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others).</u> sustain two-person conversation <u>through multiple exchanges.</u> stay on topic use voice level and intonation appropriate for the small-group settings. follow rules for conversation, including listening and taking turns. ask and respond to relevant questions in <u>partner, group, and teacher-led</u> settings. follow simple two-step oral directions. give simple two-step directions. use words of time and position, including <i>first, second, next, on, under, beside, and over</i>, to give directions orally. use action words (verbs), including, <u>but not limited to</u>, <i>mark, circle, color, and draw</i>, to give directions orally.

1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

- a) Create rhyming words.
- b) Count phonemes (sounds) in one-syllable words.
- c) Blend sounds to make one-syllable words.
- d) Segment one-syllable words into individual speech sounds (phonemes).
- e) Add or delete phonemes (sounds) to make new words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to build and practice phonemic <u>phonological</u> awareness skills. Explicit instruction allows students to consciously reflect on, <u>produce</u>, and manipulate sounds. Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, <u>count phonemes</u>, segment and substitute sounds and blend sounds, to make words, and add or delete phonemes to make new words. <u>Phonological awareness is the term used to describe a student's understanding that spoken words consist of sounds. Students who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels.</u> <u>Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).</u> <u>Phonemes are the smallest units of sound in language.</u> <u>Students who are phonemically aware are able to attend to the individual phonemes of spoken</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that spoken words are made up of individual phonemes <u>units of speech sounds within words</u>, which can be added or deleted <u>manipulated</u> to make new words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <u>identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets, rimes, and phonemes).</u> generate orally produce words that rhyme with an teacher given audible guide word. count phonemes in <u>one-syllable</u> words with a maximum of three syllables. identify the onset and rime of words blend separately spoken phonemes to make word parts and words with one to three syllables into words. segment words by saying producing each sound phoneme. add, delete, or change phonemes orally to change syllables or words identify determine whether the middle medial vowel sound is the same or different in a set of one-syllable words. sort picture cards by beginning, <u>medial</u>, and ending phonemes. <u>delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).</u> <u>add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map).</u> <u>change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).</u>

1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

- a) Create rhyming words.**
- b) Count phonemes (sounds) in one-syllable words.**
- c) Blend sounds to make one-syllable words.**
- d) Segment one-syllable words into individual speech sounds (phonemes).**
- e) Add or delete phonemes (sounds) to make new words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><u>language by demonstrating the higher-order ability to blend, segment, and manipulate them.</u></p> <ul style="list-style-type: none"> Syllables are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced; the mouth opens and closes. Each syllable spoken consists of a single rhythmic beat. For example, the word <i>absent</i> has two syllables: ab/sent. Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a <u>one-syllable</u> word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (<i>back, jack, sack, pack</i>). (Note: Students are not expected to know these terms.) <u>Phonemic awareness can be developed as students practice distinguishing minimal pairs aurally. Minimal pairs are pairs of words which differ in only one phoneme (cape/tape, kite/tight, gas/gash).</u> 		

At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 commonly used sight words and be able to decode single-syllable words.

These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

- 1.5** The student will apply knowledge of how print is organized and read.
- a) Read from left to right and from top to bottom.**
 - b) Match spoken words with print.**
 - c) Identify letters, words, sentences, and ending punctuation.**
 - d) Read his/her own writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will understand how to read print. As students begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print. <u>The ability to match spoken words to print involves a student's <i>concept of word</i>. A firm concept of word requires students to have an automatic knowledge of letter sounds, to be able to isolate consonant sounds at the beginning of words in context, and to remember previously viewed words from text.</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that written text consists of letters, words, and sentences. understand that oral language can be written and read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> demonstrate concepts of print and spoken word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), <u>and</u> matching spoken words to print. identify letters, words, and sentences, <u>and ending punctuation (i.e., periods, question and quotation marks, and exclamation points).</u> differentiate between letters and words by recognizing spaces between words in sentences <u>and</u> locating capital letters in sentences locating periods, question marks, and exclamation points, speech bubbles, and quotation marks recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. <u>read their own writing.</u>

- 1.6 The student will apply phonetic principles to read and spell.**
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Read and spell simple two-syllable compound words.
 - Read and spell commonly used sight words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words. Students will learn to sound out words <u>apply phonetic skills</u> rather than rely on pictures and context as their primary strategies for decoding words. Students blend speech sound units (phonemes) together to produce a word (e.g., /m/-/a/-/n/ → <u>man</u>). Students segment words into individual sounds (e.g., <u>man</u> → /m/- /a/- /n/). Students will segment and blend beginning and ending consonant sounds and vowel sounds to decode single-syllable words. Students will transfer their knowledge of word patterns to identify other words with the same pattern. Students will also continue to develop their skill at automatically recognizing high-frequency <u>commonly used sight</u> words. <u>Students who recognize words automatically spend less time decoding and can pay more attention to comprehending what is being read.</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that knowledge of <u>phonetic principles</u> the sounds of letters can be applied to read or <u>and</u> spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of beginning and ending consonants and short vowels <u>letter sounds</u> in single-syllable words by: <ul style="list-style-type: none"> recognizing beginning, <u>medial</u> and ending consonant sounds <u>phonemes</u>; separating-segmenting the sounds <u>phonemes</u> in a word <u>into their complete sequence of individual phonemes</u> (e.g., <u>top</u>: /t/-/o/-/p/, <u>jump</u>: /j/-/u/-/m/-/p/); and blending separately spoken phonemes to make <u>decode or spell</u> a word. spelling words accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>), using letter-sound mappings to sound them out. apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns, such as (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends, such as (e.g., the <i>l</i> and <i>r</i> blends; and digraphs, including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>). use the <u>consonant-vowel</u> patterns CVC (e.g., <u>pin</u>), VC (e.g., <u>in</u>), and CVCC (e.g., <u>wind</u>) to decode and spell single-syllable words. use the <u>consonant-vowel</u> patterns <u>CVVC</u> and <u>CVCE</u> to decode and spell some single-syllable words. <u>use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables.</u> recognize and use <u>read and spell</u> simple <u>two-syllable</u> compound words.

- 1.6** The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Read and spell simple two-syllable compound words.
 - Read and spell commonly used sight words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a one syllable word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (<i>back, jack, sack, pack</i>). (Note: Students are not expected to know these terms.) <u>Alphabet letters written between /slashes/ refer to their pronunciation (e.g., /sh/ refers to the initial sound heard in the word <i>sugar</i>).</u> 		<ul style="list-style-type: none"> <u>read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables.</u> read <u>and spell</u> commonly used high-frequency <u>sight</u> words.

- 1.7** The student will use semantic clues and syntax to expand vocabulary when reading.
- Use words, phrases, and sentences.
 - Use titles and pictures.
 - Use information in the story to read words.
 - Use knowledge of sentence structure.
 - Use knowledge of story structure.
 - Reread and self-correct.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will use meaning semantic clues and <u>syntax</u> to assist in developing an understanding of a text. <u>Semantics</u> refer to the <u>meanings</u> of words or sentences. <u>Syntax</u> refers to the <u>rules or conventions</u> for the formation of grammatical sentences. (Note: Students are not expected to know these terms.) Students will use pictures as well as the understanding of the story and topic to predict and check for <u>comprehension</u> meaning as they read. Students will use their knowledge of sentence structure (the order of words in a given type of sentence) when reading. Students' knowledge of sentence structure will include understanding that a sentence is a complete idea, which has a subject and a predicate. Whenever meaning breaks down, students will reread and self-correct to regain meaning. <u>Teacher prompting and scaffolding to direct the student to reread and self-correct will support comprehension.</u> <u>Prosody</u> refers to the rhythmic and intonational aspect of language, which should be noticeable 	<p>All students should</p> <ul style="list-style-type: none"> understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <u>expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking).</u> <u>use sentence-level context as a clue to the meaning of words and phrases.</u> use prior knowledge to interpret pictures use titles and pictures to make predictions about text. use pictures <u>and/or rereading</u> to confirm vocabulary choice. use knowledge of the story or topic information in the story to make predictions about vocabulary and text. notice when words or sentences do not make sense in context. recognize complete sentences when reading use intonation, pauses, and emphasis <u>emphases</u> that signal the structure of the sentence when reading <u>aloud (prosody)</u>. use clues of punctuation <u>clues</u>, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading <u>comprehension</u>. reread to confirm vocabulary choice <u>use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension.</u> reread and self-correct when text does not make sense.

- 1.7** The student will use semantic clues and syntax to expand vocabulary when reading.
- a) Use words, phrases, and sentences.
 - b) Use titles and pictures.
 - c) Use information in the story to read words.
 - d) Use knowledge of sentence structure.
 - e) Use knowledge of story structure.
 - f) Reread and self-correct.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<u>during oral reading. Prosody contributes to reading fluency and comprehension.</u>		

- 1.8 The student will expand vocabulary.**
- Discuss meanings of words in context.**
 - Develop vocabulary by listening to and reading a variety of texts.**
 - Ask for the meaning of unknown words and make connections to familiar words.**
 - Use text clues such as words or pictures to discern meanings of unknown words.**
 - Use vocabulary from other content areas.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will <u>expand their vocabulary by participating in a variety of literacy experiences.</u> Teachers reading texts aloud provide <u>opportunities for students to have language modeled for them and expose them to new words, in order to expand their working vocabularies.</u> Teacher-initiated activities will expand students' language by introducing new vocabulary in the context of fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. 	<p>All students should</p> <ul style="list-style-type: none"> understand that word meanings can be <u>comprehended through context, discussion, connections to familiar words, and knowledge of vocabulary from other content areas.</u> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <u>understand and discuss the meanings of new words as presented in context.</u> <u>develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors).</u> <u>use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary.</u> <u>ask for the meaning of unknown words and make connections to familiar words by:</u> <ul style="list-style-type: none"> <u>sorting words into categories (e.g., colors, animals);</u> <u>defining words by category and by one or more attributes (e.g., <i>a swan is a bird that swims, a cardinal is a red bird</i>); and</u> <u>identifying real-life connections between words and their use (e.g., places that are <i>safe</i>).</u> <u>use vocabulary from other content areas in literacy tasks.</u>

- 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.**
- Preview the selection.**
 - Set a purpose for reading.**
 - Relate previous experiences to what is read.**
 - Make and confirm predictions.**
 - Ask and answer who, what, when, where, why, and how questions about what is read.**
 - Identify characters, setting, and important events.**
 - Retell stories and events, using beginning, middle, and end.**
 - Identify the main idea or theme.**
 - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard relative to fiction is that students will build fluency and experience success as a readers while reading aloud <u>and will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections.</u> Students will demonstrate comprehension of story elements in fiction and poetry selections by identifying the character, setting, and topic or main idea. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. <u>Teachers should read a wide range of fiction and nonfiction texts aloud and explain differences between books that tell stories and books that provide information.</u> <u>To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS):</u> <u>Reading levels:</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that they should use a variety of strategies to assist with comprehension. understand that orally read text has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> preview reading material by looking at the book's cover and illustrations and by reading titles and headings. choose <u>set</u> a purpose for reading by looking at the illustrations, determining <u>activating</u> prior knowledge, and predicting the outcome of the selection. <u>identify who is telling the story at various points in a text.</u> draw on prior knowledge to make predictions before and during reading use knowledge from their own experience to make sense of and talk about a text. draw on prior knowledge to make and confirm predictions based on illustrations or portions of the text before, during, and after reading. <u>ask and answer simple questions (e.g., who, what, when, where, why, and how) questions about a selection.</u> identify characters, setting, and important events <u>identify and describe characters, settings, and important events in a story using details.</u> <u>use illustrations and details to describe characters, settings, and important events in a story.</u> <u>demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating</u>

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- Preview the selection.**
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 - Relate previous experiences to what is read.**
 - Make and confirm predictions.**
 - Ask and answer who, what, when, where, why, and how questions about what is read.**
 - Identify characters, setting, and important events.**
 - Retell stories and events, using beginning, middle, and end.**
 - Identify the main idea or theme.**
 - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> independent level – 95%-98-100% accuracy, or about 4 two of every 20-100 words misread; <u>student reads independently with little or no instructional support, and comprehension is strong.</u> instructional level – 90-97% accuracy, or about 1 of every 10-three to ten words of every 100 words misread (For preprimer text, instructional level is between 85%-97%.); <u>student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</u> frustration level – less than 90% accuracy, or more than 4 of every 10-ten of every 100 words misread (For preprimer text, <u>frustration level is less than 85%.</u>); <u>student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.</u> Fluency develops as students have the opportunity to practice reading on their independent reading level. Students should read at least 60 words per minute in grade-level material <u>The table below presents the results of research</u> 		<p><u>comprehension of the central message or lesson.</u></p> <ul style="list-style-type: none"> identify the topic or main idea <u>or theme</u> of a short fiction or nonfiction selection. <u>identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u> read a wide variety of self-selected and teacher-selected stories, <u>and</u> poems and informational texts aloud. use expression and intonation to convey meaning when reading aloud (<u>prosody</u>). practice reading in texts on their independent reading level to develop accuracy, fluency, and expression <u>reread as necessary to confirm and self-correct word recognition and understanding.</u> <u>practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.</u> create artwork or a written response that shows comprehension of a selection extend the story orally or with drawings

- 1.9** The student will read and demonstrate comprehension of a variety of fictional texts.
- Preview the selection.
 - Set a purpose for reading.
 - Relate previous experiences to what is read.
 - Make and confirm predictions.
 - Ask and answer who, what, when, where, why, and how questions about what is read.
 - Identify characters, setting, and important events.
 - Retell stories and events, using beginning, middle, and end.
 - Identify the main idea or theme.
 - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES												
<p><u>on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These fluency rates are reported as words correct per minute (WCPM) for first-grade students reading first-grade text:</u></p> <table border="1"> <thead> <tr> <th><u>Percentile</u></th><th><u>Midyear WCPM</u></th><th><u>Spring WCPM</u></th></tr> </thead> <tbody> <tr> <td>90</td><td>81</td><td>111</td></tr> <tr> <td>75</td><td>47</td><td>82</td></tr> <tr> <td>50</td><td>23</td><td>53</td></tr> </tbody> </table> <p><u>Hasbrouck, J.E., & Tindal, G.A. (2006)</u></p> <ul style="list-style-type: none"> <u>Prosody</u> refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. 	<u>Percentile</u>	<u>Midyear WCPM</u>	<u>Spring WCPM</u>	90	81	111	75	47	82	50	23	53		
<u>Percentile</u>	<u>Midyear WCPM</u>	<u>Spring WCPM</u>												
90	81	111												
75	47	82												
50	23	53												

- 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.**
- Preview the selection.**
 - Use prior and background knowledge as context for new learning.**
 - Set a purpose for reading.**
 - Identify text features such as pictures, headings, charts, and captions.**
 - Make and confirm predictions.**
 - Ask and answer who, what, where, when, why, and how questions about what is read.**
 - Identify the main idea.**
 - Read and reread familiar passages with fluency, accuracy, and meaningful expression.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. <u>Strategies to increase prior knowledge include building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading.</u> 	<p>All students should</p> <ul style="list-style-type: none"> <u>understand that they should use a variety of strategies to assist with comprehension of nonfiction texts.</u> understand that orally read text has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <u>read with purpose and understanding.</u> preview reading material by looking at the book's cover and illustrations <u>or other graphics</u> and by reading titles and headings. choose <u>set</u> a purpose for reading by looking at the illustrations <u>or other graphics, determining</u> activating prior knowledge, and predicting the outcome of the selection. <u>identify text features (e.g., illustrations, photographs, headings, charts and captions).</u> <u>use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries).</u> <u>distinguish between information provided by pictures or illustrations and information provided by words in the text.</u> <u>make and confirm predictions before, during, and after reading.</u> <u>ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection.</u> read a wide variety of self-selected and teacher-selected informational texts aloud. read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. identify the topic or <u>main idea and key details</u> of a short fiction or

- 1.10** The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Preview the selection.
 - b) Use prior and background knowledge as context for new learning.
 - c) Set a purpose for reading.
 - d) Identify text features such as pictures, headings, charts, and captions.
 - e) Make and confirm predictions.
 - f) Ask and answer who, what, where, when, why, and how questions about what is read.
 - g) Identify the main idea.
 - h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		nonfiction selection. <ul style="list-style-type: none">• <u>identify the reasons an author gives to support points in a text.</u>• practice reading <u>and rereading</u> texts on their independent reading level to develop accuracy, fluency, and <u>meaningful</u> expression.

- 1.11 The student will use simple reference materials.**
- a) Use knowledge of alphabetical order by first letter.**
 - b) Use a picture dictionary to find meanings of unfamiliar words.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">The intent of this standard is that students will use simple, and accessible reference materials <u>will serve as resources for student learning.</u>Students will use their knowledge of alphabetical order by first letter to find words in picture dictionaries.	<p>All students should</p> <ul style="list-style-type: none">understand that many reference materials are organized in alphabetical order.<u>understand that reference materials provide information.</u>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use simple reference materials.alphabetize a list of five to eight words according to first letter.use a picture dictionary to locate unfamiliar words.

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. With teacher guidance and support, They will also begin to revise and edit selected pieces of their writing for a specific audience.

- 1.12 The student will print legibly.**
- a) Form letters accurately.**
 - b) Space words within sentences.**
 - c) Use the alphabetic code to write unknown words phonetically.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will learn to produce manuscript writing that can be easily read. Students need explicit, direct instruction in order to learn to form uppercase and lowercase letters correctly. Students also need many purposeful opportunities to <u>practice-develop and-master sound-symbol correspondence while practicing and mastering</u> handwriting skills. <u>Students need to develop their understanding that each speech sound or phoneme of language has its own distinctive graphic representation. This is referred to as the <i>alphabetic principle</i>.</u> 	<p>All students should</p> <ul style="list-style-type: none"> understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary <u>in order for writing to be legible.</u> <u>understand sound-symbol correspondence in writing unfamiliar words.</u> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use appropriate pencil grip. use <u>manuscript standard</u> letter formation. <u>print all upper and lowercase letters.</u> use manuscript standard number formation. space words in sentences. <u>apply the alphabetic principle while writing unfamiliar words.</u> space sentences in writing.

- 1.13 The student will write to communicate ideas for a variety of purposes.**
- Generate ideas.**
 - Focus on one topic.**
 - Revise by adding descriptive words when writing about people, places, things, and events.**
 - Use complete sentences in final copies.**
 - Begin each sentence with a capital letter and use ending punctuation in final copies.**
 - Use correct spelling for commonly used sight words and phonetically regular words in final copies.**
 - Share writing with others.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will <u>begin to learn the process for communicating their ideas</u> understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. Students will learn to plan and write their thoughts in complete sentences with appropriate end punctuation. Students will use their phonetic knowledge and growing knowledge of <u>high-frequency commonly used</u> sight words to spell words correctly when writing. Students will be given Providing opportunities for students to share their writing with friends, family, and teachers <u>gives student writing a purpose.</u> 	<p>All students should</p> <ul style="list-style-type: none"> <u>understand that writers communicate ideas for a variety of purposes.</u> understand that writers plan, write, and share their writing with others. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use previous experiences to generate ideas. participate in teacher-directed brainstorming activities <u>to generate ideas.</u> <u>participate in shared research and writing projects</u> participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas <u>and information.</u> participate in teacher-directed charting activities to organize information write a sentence that focuses on one topic <u>write informative/explanatory pieces</u> texts that name introduce a topic, state an opinion or some facts, and provide a concluding sentence (e.g., write about Benjamin Franklin). <u>write narrative pieces</u> that include at least two sequenced events, with some details, and conclusion. begin to elaborate ideas revise their written pieces by <u>using</u> adding descriptive words (adjectives) when writing about people, places, things, and events; <u>focusing on the topic; and responding to questions and suggestions from peers and teachers.</u> write in final copies, use simple, complete sentences <u>that begin with a capital letter and, use correct ending punctuation, and use commas in dates.</u> <u>capitalize days of the week and months of the year.</u> <u>capitalize names of people.</u>

- 1.13** The student will write to communicate ideas for a variety of purposes.
- Generate ideas.
 - Focus on one topic.
 - Revise by adding descriptive words when writing about people, places, things, and events.
 - Use complete sentences in final copies.
 - Begin each sentence with a capital letter and use ending punctuation in final copies.
 - Use correct spelling for commonly used sight words and phonetically regular words in final copies.
 - Share writing with others.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> spell <u>commonly used high-frequency</u> sight words and phonetically regular words correctly in final copies. sound out <u>apply the alphabetic principle when writing</u> words in order to spell them phonetically. use print resources in the classroom in order to spell words. use correct end punctuation begin each sentence with a capital letter use familiar writing forms, including lists, letters, stories, reports, messages, and poems. distinguish draft writing from final-product writing. <u>share their writing with others</u>.

1.14 The student will use available technology for reading and writing.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • <u>The intent of this standard is that students will use available technology for reading and writing.</u> • Students also need opportunities to explore and use word processing software <u>available technology</u> to facilitate their writing. 	<p>All students should</p> <ul style="list-style-type: none"> • <u>understand that technology is a way to interact with print.</u> • <u>understand that reading and writing skills can be adapted for use with available technology.</u> 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • <u>use a word processor digital tools to produce and publish writing including in collaboration with peers.</u> • <u>use available media for reading and writing.</u> • <u>use electronic templates (e.g., graphic organizers) to organize information.</u> • <u>ask and respond to questions about material presented through various media formats.</u> • share their writing with others.